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Milk Group: Get Your Calcium-Rich Foods! [Facilitator's Guide]

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NEP-206FG

MILK GROUP

Get Your Calcium-Rich Foods!

Lesson Goals

After this lesson, participants will:

- Understand why calcium is an important nutrient for people of all ages.
- Identify calcium-rich foods from all food groups.
- Plan a balanced meal high in calcium to meet family needs.
- Name several ways to stretch the food dollar when purchasing calcium-rich foods.
- Practice at least three methods of preparing foods in the Milk Group (Dairy Group).

Before Teaching the Lesson

1. Read carefully:
 - *The Milk Group* (NEP-206)
 - *Stretch Your Dairy Dollars* (NEP-206A)
 - *Boning Up on Calcium* (NEP-206B)
 - *When Dairy Is a Problem* (NEP-206C)
2. Check the homemaker's "24-Hour Food Recall Record" and checklist/behavior survey.
 - Does she serve any foods that are good sources of calcium?
3. Check to see if the homemaker is participating in the Women, Infants, and Children Program (WIC). Be familiar with the calcium-rich foods offered through WIC.
4. Check local grocery store prices for calcium-rich foods. Be prepared to help the homemaker figure cost per serving.
5. Collect food models, nutrient comparison cards, and food labels to use in showing the homemaker how to select calcium-rich foods.
6. Plan how you will teach the lesson.

Teaching Tools

For homemakers:

- *The Milk Group* (NEP-206)
- *Stretch Your Dairy Dollars* (NEP-206A)
- *Boning Up on calcium* (NEP-206B)
- *When Dairy Is a Problem* (NEP-206C)
- *Discretionary Calories* (NEP-201D)
- *MyPyramid Worksheet* (NEP-201C)
- "24-Hour Food Recall Record"
- Checklist/behavior survey
- *Dry Milk* (NEP, JRW-10)
- Food models
- Nutrient comparison cards
- Food labels and packages (different types of milk, yogurt, and a variety of cheese products)
- PowerPoint® presentation "Milk: Get Your Calcium-Rich Foods" or flip chart
- Prices of foods in the Milk Group from a local grocery
- Flip chart
- Cookbooks
- Food and nutrition calendar

For Youth:

- The Organwise Guys:
 - "Calci's Big Race" (Pre-K-2nd grades)
 - "My Favorite Drink in the World" (Pre-K-2nd grades)
 - "How to Be Smart from the Inside Out" (3rd-5th grades)
 - "Healthy Heart Challenge" (3rd-5th grades)
- Milk Matters with Buddy Brush coloring book from www.nih.gov



- Fantastic Foods 4-H Curriculum:
 - “Six Easy Bites” (3rd-5th grades)
 - “Tasty Tidbits” (5th-6th grades)
- *Get Moving Kentucky Youth Lessons*, “Building Bones” (5th-6th grades)

Lesson Points to Stress

1. Calcium is an important nutrient needed throughout life. It is especially important for building bones and teeth and keeping them strong.
2. If children do not get enough calcium in their diet, their bones may not develop properly. If adults do not get enough calcium in their diet over a period of years, their bones may break easily and become deformed when they get older.
3. Other parts of the body also need calcium to function. Nerves, blood, the heart, and muscles couldn’t do their job normally without calcium.
4. Everyone needs calcium, but some people need more than others. Babies, young children, teens, and pregnant and breast-feeding women require the most calcium.
5. The body uses calcium every day. It is important to eat foods high in calcium daily to replace the lost calcium.
6. It is not easy to get enough calcium without including foods from the Milk Group in the diet.
7. Milk in all forms is the best source of calcium in the diet.
8. Other foods from the Milk Group, such as cheese, cottage cheese, ice cream, puddings, and custards made from milk, can be substituted to meet calcium needs. However, very large amounts of some of these foods would have to be eaten to equal the amount of calcium in 1 cup of milk. For this reason, usual portion sizes for these foods only count as part of a milk serving.

NEP-206A

1. It is more economical to buy cheese in blocks and make your own cheese spreads.
2. Proper storage of dairy products is important. Cover or wrap dairy foods for longer life. Do not leave them unrefrigerated or unwrapped for long periods of time.
3. Cheese will keep longer in the freezer. Always check dairy products for mold before using them. If mold is found, trim the cheese back one inch from the mold before eating.

4. When cooking with milk, cheese, or yogurt, heat slowly on low heat.

NEP-206B and 206C

1. Calcium-rich vegetables are broccoli and some leafy, green vegetables such as collards, kale, mustard, and turnip greens. Fruits are not a good source of calcium, except as fortified juices.
2. Canned fish with bones, such as sardines or mackerel, is a good source of calcium; cooked dry beans are also good sources of calcium.
3. Oils and foods in the Grains Group are not good sources of calcium.
4. For a high-calcium diet, follow these rules: 1) cook with milk and cheese; 2) include milk as a beverage in family meals; 3) include cooked or raw dark, leafy greens in family meals; and 4) choose calcium-rich snacks and desserts.
5. If you are watching your weight, choose low-fat and skim-milk dairy products to reduce calories.

Ideas for Teaching the Lesson

1. Before teaching the lesson, review what you taught the homemaker on your last visit.
 - What information has been tried?
 - What new things have been tried?
2. Make a simple flip chart to illustrate the information under “Lesson Points to Stress,” or show the PowerPoint® presentation, “The Milk Group.” Review the lesson with the homemaker.
3. Use nutrient comparison cards to discuss calcium content of various foods.
4. Review with the homemaker how much milk or milk equivalents each family member needs daily.
5. Ask the homemaker to keep a calcium diary. Have her write down each time she serves a calcium-rich food between now and your next visit. Record the amount.
6. Using the prices you brought along on the visit, help the homemaker compare costs of calcium-rich foods and have her circle the best buys.
7. Ask the homemaker to look at the information on labels for different types of milk. Compare calcium, fat, and calorie content. Emphasize that it is the fat and calorie content of milk that changes, not the other nutrients.

8. Ask the homemaker to look at different yogurts and cheeses. Compare the calcium and calorie content. You might also discuss prices of the products compared to nutrient content.
9. Discuss with the homemaker ways she uses milk and milk products. If she does not use nonfat dry milk, demonstrate how to mix it for drinking and give examples of ways to use it in cooking.
10. Discuss methods of preparing foods in the Milk Group. For example: soups, sandwiches, puddings, milk shakes, main dishes, and snack ideas.

Ideas for Teaching Small Groups

1. Use a flip chart on calcium to illustrate "Lesson Points to Stress," or show the PowerPoint® presentation, "The Milk Group." Review the lesson with the homemakers.
2. Demonstrate how to mix nonfat dry milk and discuss ways to use it in cooking, or demonstrate one of the high-calcium recipes included in *When Dairy Is a Problem* (NEP-206B). While demonstrating the selected recipe, discuss storage, preparation, and cost-saving tips.
3. Discuss and demonstrate good practices for a high-calcium diet.
4. Make an activity sheet to compare costs of calcium-rich foods. Prepare a poster or use a flannel board with food models as a visual for these activities.
5. Use food models or nutrient comparison cards to discuss calcium-rich foods by group. Point out that the Milk Group provides more calcium-rich choices than any other group. The Grains Group does not contain good sources of calcium.
6. Display a variety of dairy products using empty cartons and wrappers. Ask homemakers to choose the best buys. Discuss their choices.
7. Ask homemakers to take part in a taste test. Without identifying the product, provide a sample of different types of milk (e.g., whole milk, 2% low-fat milk, skim milk, reconstituted nonfat dry milk, one-half fluid milk mixed with one half reconstituted nonfat dry milk). Have the homemakers match the product with the taste. Discuss their reactions, and match up the correct pairs.
8. Make a poster of food labels showing calcium-rich choices for a person who is trying to reduce calories.

How to Tell What the Homemaker(s) Learned

Immediately following the lesson:

From a selection of pictures or food models, ask each homemaker to select foods for which approximately one serving will provide the same amount of calcium as 1 cup of milk, ½ cup of milk, ⅓ cup milk, and ¼ cup milk. Have her put foods into the correct food group.

- Ask each homemaker to identify which of the five food groups provides the most calcium-rich foods.
- Ask each homemaker to describe or draw a picture of how a child and an adult might look if they didn't get enough calcium in their diet.
- Ask each homemaker to name three ways to use dairy products in food preparation.
- Name similar calcium-rich foods and ask each homemaker to identify the best buy according to her specific needs. (Consider storage space, family preference, family size, intended use of the product, etc.)

At a later visit:

- Ask the homemaker to keep a record each time she serves a calcium-rich food to her family. Review this with her during your next visit.
- Ask the homemaker if she has tried any of the calcium-rich recipes in the supplemental lessons. Has she tried different methods of preparing foods in the Milk Group?
- Review the homemaker's "24-Hour Food Recall Record." Has she included more calcium-rich foods?
- Ask the homemaker if she has made any changes in her buying habits of foods in the Milk Group. Has she started to use nonfat dry milk in cooking?

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